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# THE CHRONICLE
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## *News Summary*

Articles on inside pages

**Biologists and chemists** urged the government to proceed with a program to map the location of genes within the chromosomes. Page A4.

**Developers** of academic software could soon find their work subjected to peer review if a university consortium gets its way. Page A13.

**As the demand** for child care grows, colleges and universities are starting to view day care as a benefit worth offering employees. Page A13.

**Anxiety** over the market crash has turned to relief for many college fund raisers. The slowdown in giving at the end of 1987 wasn't nearly as bad as they had feared. Page A29.

**A left-wing convention** added up to three days of ideological infighting and internal politicking. Page A34.

**Racial discrimination** was the topic of a Northern Illinois conference, one of many planned nationwide to address racism. Page A35.

**Attracted to jobs** in business and by fascination with the Orient, more students are studying Japanese and Chinese languages. Page A35.

**The executive director** of the N.A.I.A. has stumped the country to sell his vision of a better image for the sports-governing body of 500 colleges and universities. Page A37.

**Attempts to improve** Spain's system of higher education are said to be imperiled by weak management and poor planning. Page A39.


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## *Professors in Israel Organize to Oppose West Bank Policies*

By HERBERT M. WATZMAN
JERUSALEM

The Israeli government's policy of harsh action against Palestinian protesters in the West Bank and Gaza Strip has generated strong opposition among faculty members in this country's universities.

Putting other work aside, the faculty members have been organizing petition drives and teach-ins aimed at convincing the government and fellow citizens that Israel is paying too high a price for holding onto the territories it has occupied since the six-day war of 1967.

One petition, which was published in two national newspapers, was signed by more than 600 academics from nearly all of Israel's institutions of higher education.

Declaring that it was "impossible to separate the recent escalation of violence be-

*Continued on Page A40*

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**Hebrew U.'s David Kretzmer: Faculty members must change the impression that all Israelis back the government's policy in the occupied territories.**

## For-Profit Trade Schools Defraud Students and Waste Federal Student-Aid Money, Bennett Charges in Scathing Report

### Spokesmen for institutions say study is inaccurate and unfair

By ROBIN WILSON
WASHINGTON

Education Secretary William J. Bennett last week released a scathing report on for-profit trade schools and said such institutions had defrauded students and wasted federal student-aid money.

Secretary Bennett charged that many trade schools offer such poor-quality training that large numbers of their students drop out and default on their student loans when they cannot find jobs. The Secretary sent the report to Sen. Edward M. Kennedy, chairman of the Senate Labor and Human Resources Committee.

In a letter accompanying the report, Mr. Bennett wrote: "The pattern of abuses revealed in these documents is an outrage perpetrated not only upon the American taxpayer but, more tragically, upon some of the most disadvantaged, and most vulnerable, members of our society."

Secretary Bennett also sent Senator Kennedy hundreds of pages of newspaper articles and Education Department documents that department officials said detailed problems at more than 500 trade schools. In the letter, Mr. Bennett listed several steps he said Congress should take to crack down on proprietary schools and said his department would call on state officials to monitor the schools more closely.

#### 'Put Up or Shut Up'

Representatives of trade schools said the Secretary's report contained inaccurate information and did not fairly represent the situation at most of the nation's 5,500 trade schools. They said the issue had deteriorated into a personal battle between Secretary Bennett and Senator Kennedy.

At a hearing in December, Senator Kennedy vigorously disputed Secretary Bennett's claim that as many as 40 per cent of for-profit trade schools were doing a poor job of teaching students.

"Once you make a statement like that

*Continued on Page A21*

## *Civil-Rights Groups Assail U.S. Ruling That 4 States Comply With Bias Laws*

By SCOTT JASCHIK
WASHINGTON

The Education Department declared last week that four states that had been under court order to desegregate their public colleges were now in compliance with federal civil-rights laws. The department said six other states that had also been under a court order were still in violation of the 1964 Civil Rights Act and faced a cutoff of federal funds to their public colleges if they did not meet certain goals by the end of this year.

Department officials said they expected the six states to fulfill their remaining obligations easily, enabling their public-college systems to be declared in compliance with federal civil-rights laws.

Civil-rights lawyers quickly attacked the department's decision. They said that none of the states had met the requirements of Title VI of the 1964 Civil Rights Act, which bars discrimination in programs receiving federal assistance, and that the department had understated the

*Continued on Page A24*

## Scholars Defend Their Efforts to Promote Literature by Women and Blacks, Decry Attack by Bennett

By SCOTT HELLER

They've been called young fascists and political schemers, coarse, ham-fisted, and, most recently, "trendy lightweights" palming off "nonsense" in the name of change.

But scholars ridiculed in a speech by Education Secretary William J. Bennett this month do not apologize for trying to include writings by women and members of minority groups in the "canon" of works read in literature courses.

Such efforts, they contend, are part of a long tradition, going back at least a hundred years, when professors argued whether 19th-century literature was a fit subject for study.

While most agree that non-traditional works are being read more often these days, they do not accept Mr. Bennett's contention that classic works are being read any less.

"It seems thoroughly dishonest of Bennett to confuse efforts to open up the curriculum with efforts to eliminate the reading of classic texts," says Cary Nelson, a professor of English at the University of Illinois at Urbana-Champaign. "I see very little evidence of people arguing that the classic texts should be eliminated."

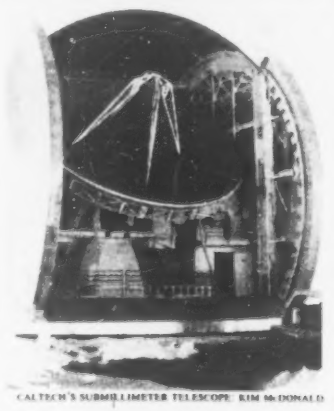
#### Full-Fledged War of Words

Adds Henry Louis Gates, Jr., of Cornell University: "The process of canon reformation has always gone on. Now the same process is happening, but with new voices insisting on change."

Debate between those new voices and educators who argue that standards are being trashed has emerged as a full-fledged war of words.

Speaking before private-college presidents this month, Mr. Bennett warned that

*Continued on Page A16*



CALTECH'S SUBMILLIMETER TELESCOPE. KIM McDONALD

**'The Best Astronomical Site In the World'**

Mauna Kea, a snow-capped volcano in Hawaii that rises to nearly 14,000 feet above sea level, is home to some of the most sophisticated telescopes ever developed: Page A4.

## MARGINALIA

Sickness bulletin:

A physician quoted in *On Line*, a publication of the State Council of Higher Education for Virginia, suggests that freshman orientation is "'a good time to talk to [students] about . . . sexually transmitted diseases' like pregnancy."

■

Fun in the reference room (headline over an ad for Bradford College, in the *Maine Sunday Telegram*):

REFERENCE LIBRARIAN
PARTY-TIME TEMPORARY

■

Trying experiences in the higher reaches of government (a memo to the Library Programs staff, Office of the Assistant Secretary for Educational Research and Improvement, U.S. Department of Education):

"The Assistant Secretary notes that someone has been sending a xerox of something that turns out to be only half there when it arrives. The reason: the original that was being xeroxed from was printed on both the fronts and the backs, but the person doing the xeroxing only copied the fronts. So alternate pages arrive. This makes it very hard to read.

"OERI is not sole culprit; this kind of thing has even been known to happen in the Office of the Secretary, but it's just awful, wherever it happens. Dr. Finn wants us to check everything being sent to him to ensure that what has been xeroxed has been *fully* xeroxed."

■

Worrisome discussion at Azusa Pacific University (from the minutes of a meeting of the Research and Development Council):

"2. Discussed the desirability of seeking and illiciting of CEPE proposals prior to the release of the funds, therefore allowing more time for both applicants and R&D Council members . . ."

■

Anything to fight illiteracy (from the *Journal* of the Senate of the State of North Carolina):

"S. 1109—Senator Drummond: A BILL TO AMEND SECTION 50-13-1630, CODE OF LAWS OF SOUTH CAROLINA, 1976, RELATING TO THE PROHIBITION AGAINST IMPORTING, POSSESSING, SELLING, OR RELEASING INTO STATE WATERS UNDESIRABLE SPECIES OF FISH SO AS TO CORRECT SPELLING AND GRAMMATICAL ERRORS."

■

Heavy breathing at the thought of visiting Vegas (from the minutes of a meeting of the president's staff at Catonsville (Md.) Community College):

"Dean Linksz announced that registration material for the AACJC National Conference in Las Vegas was available. He asked for a pulminary count of people who would be attending."

—C.G.

# In Brief

## Harvard Study Examines Effect of SAT Coaching

A study of 1,500 Harvard University freshmen has found that students who were coached for the Scholastic Aptitude Test did not achieve significantly higher scores than those who were not.

In presenting the results of the study to a New England regional meeting of the College Board, William R. Fitzsimmons, Harvard's dean of admissions, said the coaching classes were "playing on parental anxiety." He said high-school students would be better off spending time on course work and extracurricular activities than attending the coaching sessions.

The study found that students who had taken the test and received coaching before taking it a second time improved their scores slightly more than students who took the test twice but received no coaching. However, the 27-point difference between the two groups fell within the S.A.T.'s margin of error.

John P. Zuman, an education researcher who conducted an earlier study that found coaching helped raise S.A.T. scores by more than 50 points, said that because the Harvard study relied on information provided by a highly select group of students, its results were too specific to generalize about.

## Starting Pay for MBA's Hit $50,725 Last Year

A master's in business administration now translates into more money than ever before, according to a survey of starting salaries for M.B.A. graduates from top U.S. business schools.

The survey, organized by the New York University Graduate School of Business Administration, shows that the salaries paid to such graduates reached new highs last year. Stanford University M.B.A. graduates had the highest average starting salary, $50,725.

Graduates of the business programs at the Massachusetts Institute of Technology and Harvard University ranked second and third, with average salaries of $50,625 and $50,225 respectively.

The other institutions in the top ten were Dartmouth College, whose M.B.A. graduates earned $49,100; Northwestern University, $48,550; University of Pennsylvania, $48,348; and Columbia University, $47,369.

Also, New York University, $46,099; University of Virginia, $46,011; and the University of Chicago, $46,000. New York University officials said the average salaries paid to graduates of the top 10 schools in 1987 were 8.2 per cent higher than in 1986.

## Berkeley to Forgive Loans for Community Service

The University of California at Berkeley has started a program that will allow a small number of students to forgo repayment of their federal loans if they engage in community service or enter public service jobs on graduation.

About 100 students will be accepted by application for participation in the program, called the Financial Aid Community Service Option. It is being financed with a $125,000 federal grant.

The model program will permit cancellation of loan obligations ranging from $500 to $2,000 over the next two years. An advisory committee will select participants in the program.

The plan is designed to ameliorate the rising level of debt among students and to make it easier for needy students to volunteer for community and public service, university officials said.

## Holy Cross Official Indicted for Embezzling

A grand jury in Worcester County, Mass., has indicted the former chief accountant at the College of the Holy Cross for allegedly embezzling more than $200,000 from the college.

Vito W. Yankus was charged with four counts of larceny based on the results of an investigation conducted by the county district attorney at the request of the college, according to a spokesman for the institution.

Mr. Yankus, who worked at Holy Cross for 18 years, was fired from the college in March 1986 because of the alleged embezzlements, the spokesman said.

Mr. Yankus said he was innocent of the charges, but, on the advice of his lawyer, refused to comment further.

## Ex-Head of U. of D.C. Not Guilty in Theft Trial

Robert L. Green, former president of the University of the District of Columbia, was acquitted last week on charges of fraud, theft, and perjury in connection

## *Leaving After 17 Years, Long Beach Chief Mulls House Race*

LONG BEACH, CAL.

To the very end, controversy marked Stephen Horn's tenure as president of California State University at Long Beach. Mr. Horn (*right*), who was forced out after 17 often-tumultuous years as head of the university system's second-largest campus, was to step down last week after a final clash with W. Ann Reynolds, chancellor of the 19-campus system, over when he should leave.

Last November, when he abruptly revealed his intention to retire, Mr. Horn indicated he planned to stay on the job until July 1. Ms. Reynolds subsequently suggested he step down by February 1, which he declined to do. Mr. Horn, who had been one of Ms. Reynolds's sharpest critics in recent years, insisted on fixing his own departure date.

Last week's announcement that he was leaving the university presidency was coupled with a statement that he was considering running for Congress, if the seat now held by Rep. Daniel E. Lungren, a Republican from Long Beach, were to become vacant. Gov. George Deukmejian has nominated Mr. Lungren to be state treasurer, an appointment that must be confirmed by the state Senate.

Two years ago, the campus piled up a $1-million budget deficit, which required a $900,000 bailout from the university system. A performance review last year by Ms. Reynolds's office sharply criticized Mr. Horn's fiscal management of the campus, and the trustees of the system forced him to retire or face dismissal from the $99,000-a-year post, according to sources on the board.

Before leaving, Mr. Horn appointed June M. Cooper, vice-president for faculty and staff relations, as acting president of the campus. She is the first woman and the first black person to serve as its chief executive.

CALIFORNIA STATE U. AT LONG BEACH

If Mr. Horn does not enter politics, he still can accept a 12-month appointment as a Trustees' Professor in the university system. He also holds a tenured position as a political-science professor. —J.M.

## ICE CUBISTS TURN NATURE'S ELEMENTS INTO ART

DAVID STRANG, MICHIGAN TECHNOLOGICAL UNIVERSITY

**Students at Michigan Technological University worked all night to construct this elaborate snow and ice sculpture, one of 60 built during winter carnival.**

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# *In 1986, Colleges Got a Bigger Share of Corporations' Gifts to Education*

NEW YORK

A forthcoming report from the Council for Aid to Education will show that colleges and universities received a greater share of the corporate education dollar in 1986 than any time in the last decade.

Nearly 77 per cent of the total educational support from businesses went to colleges and universities, up from 71 per cent in 1984. Higher education's share of corporate support has averaged about 71 per cent since 1976.

The council's report will provide a detailed analysis of figures on corporate giving to education that were released in December by the Conference Board (*The Chronicle*, December 16, 1987).

The Conference Board reported that businesses gave charitable organizations an estimated $4.5 billion in 1986, with education receiving $1.95 billion. The rate of growth, 4 per cent, was the smallest since 1975.

The report, which will be released next week, is based on responses from some 370 companies to an annual survey conducted by the Conference Board, a business research organization, and the C.F.A.E. The survey was conducted before the stock-market crash.

Donations by the 370 companies represented about 37 per cent of the total charitable giving by all U.S. corporations in 1986. The C.F.A.E. then used the survey responses and a formula to estimate the overall giving of all U.S. companies.

Surveys conducted in November by the council indicate that corporate giving to education should remain at the same level in 1987 and may increase in 1988.

Jane F. Hammond, director of research at the council, said it was too early to tell whether the increase in dollars going to colleges was a significant trend. "It may be just a blip," she said.

Every other year the C.F.A.E. asks survey participants to give details about where their corporate education dollars go. The new report will show several shifts in the purposes of corporate grants.

For colleges, the biggest change was in research and departmental grants, which declined to 40 per cent from 49 per cent of total corporate giving.

A 10-year pattern of decline in grants for unrestricted purposes and for capital projects was reversed in 1986, according to the report. Unrestricted grants, which fell to about 8 per cent of total giving in 1984 from 18 per cent in 1976, rose to almost 11 per cent in 1986.

Capital grants, which steadily declined from 17 per cent to 6 per cent between 1976 and 1984, rose to 13 per cent of the total in 1986. A single gift of property, the donation of a $40-million building from R. J. R. Nabisco to Wake Forest University, was responsible for two-thirds of that increase.

Precollege education attracted 6 per cent of the corporate education dollar, up from 5.2 per cent in 1984.

Copies of the report are available free from the Council for Aid to Education, 680 Fifth Avenue, New York 10019; (212) 541-4050.

—LIZ McMILLEN

## Corporate Gifts to Education

| | Corporate contributions to education | 1-year change | As per cent of pretax net income | As per cent of all giving by corporations |
|---|---|---|---|---|
| 1971 | $345,000,000 | + 7.8% | 0.40% | 39.9% |
| 1972 | 365,000,000 | + 5.8% | 0.36% | 36.2% |
| 1973 | 410,000,000 | + 12.3% | 0.33% | 34.9% |
| 1974 | 445,000,000 | + 8.5% | 0.33% | 37.1% |
| 1975 | 450,000,000 | + 1.1% | 0.34% | 37.4% |
| 1976 | 560,000,000 | + 24.4% | 0.34% | 37.7% |
| 1977 | 665,000,000 | + 18.8% | 0.33% | 37.1% |
| 1978 | 780,000,000 | + 17.3% | 0.33% | 37.4% |
| 1979 | 880,000,000 | + 12.8% | 0.34% | 38.5% |
| 1980 | 980,000,000 | + 11.4% | 0.41% | 41.5% |
| 1981 | 1,090,000,000 | + 11.2% | 0.48% | 43.4% |
| 1982 | 1,250,000,000 | + 14.7% | 0.74% | 43.0% |
| 1983* | 1,525,000,000 | + 22.0% | 0.73% | 42.0% |
| 1984* | 1,700,000,000 | + 11.5% | 0.71% | 42.3% |
| 1985 | 1,875,000,000 | + 10.3% | 0.83% | 42.6% |
| 1986 | 1,950,000,000 | + 4.0% | 0.84% | 43.3% |

### *Allocations From 370 Corporations in 1986*

| | Amount | Percentage of total |
|---|---|---|
| **Higher education** | | |
| Departmental grants | $110,449,000 | 17.0% |
| Matching gifts | 98,696,000 | 15.2% |
| Project and research grants | 88,157,000 | 13.5% |
| Capital grants (including endowments) | 87,209,000 | 13.4% |
| Unrestricted operating grants | 70,019,000 | 10.7% |
| Student aid | 25,551,000 | 3.9% |
| Grants through fund-raising consortia | 19,019,000 | 2.9% |
| Subtotal | $499,100,000 | 76.6% |
| **Precollege education** | | |
| Public school support | $ 16,932,000 | 2.6% |
| Matching gifts | 8,740,000 | 1.4% |
| Other | 13,941,000 | 2.1% |
| Subtotal | $ 39,613,000 | 6.1% |
| **Other educational programs** | | |
| Scholarships and fellowships | $ 37,144,000 | 5.7% |
| Education-related organizations | 17,813,000 | 2.7% |
| Economic education | 12,875,000 | 2.0% |
| Other | 44,932,000 | 6.9% |
| Subtotal | $112,764,000 | 17.3% |
| Total allocated | $651,477,000 | 100.0% |
| Unallocated | 66,504,000 | |
| Total | $717,981,000 | |

* Revised from earlier estimate

SOURCE: COUNCIL FOR AID TO EDUCATION


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C 80217

which worked for a year planning the conference and traveled around the country to build support for the new national movement.

"We were called racists, sexists, homophobes, everything," said Mr. Mandieta, who is now a graduate student in philosophy and sociology at the New School for Social Research.

**Regional Organizations Planned**

Still, the conference adjourned Sunday with tentative agreements to form seven regional organizations.

The students made tentative plans to meet again over the Labor Day weekend at Eastern Michigan University and agreed on "days of action" in April to protest apartheid and the Central Intelligence Agency, said Christine A. Kelly, a senior at Rutgers and one of the conference's organizers.

The group also appeared able to reach a loose and unofficial consensus on a range of issues, from affirmative action and social policy, to the Middle East and university governance.

Many in attendance said they were glad for the opportunity to exchange ideas and methods with activists from other parts of the country.

Chaos reigned from the outset, however, as organizers, who expected some 400 students and fellow-travelers to attend, saw more than 600 radicals descend on Rutgers's Livingston College.

If anything, said Mr. Mandieta, it was the sheer numbers in attendance that made producing a document in two or three days so difficult.

"If we had had the numbers we were expecting, we would have come out of there with some workable document around which we could coalesce the efforts for the next year," he said.

The original conference schedule was scrapped almost immediately, as some students criticized what they saw as a lack of broad participation in the planning of the agenda.

The fact that half again as many students as expected traveled to the conference forced organizers to move the meetings from smaller rooms to the gymnasium. That move angered Mr. Hoffman, who scolded one of the organizers Saturday morning: "It doesn't matter that you have 700 people here. The world will see that this room is one-third full."

But by far the most divisive issue by Saturday was the question of under-representation of minority groups, especially blacks, homosexuals, and bisexuals.

Aron E. Rael, a Chicano who is a graduate student at the University of New Mexico, said he counted only about 25 members of minority groups.

At a Saturday workshop on racism, only about a dozen of the more than 100 students in attendance were black, Hispanic, or Asian-American.

**'There's a War Going On'**

At the start of the workshop, one white student stood up and said: "There's a war going on against black people, and I'm interested in fighting it." He picked up his duffle bag and stormed off.

Black students at the workshop bitterly criticized what they said was white domination of the anti-apartheid movement on campuses and the lack of black input into the planning for the Rutgers conference.

After several white students told of racism on their own campus, Angela Parker, a black Howard University student, angrily told the group: "You want to tell me what white students can do for us? Don't talk to us about racism; we know about racism. Talk to your own community."

Ms. Parker was seconded by Dolores Mozone, a black student at Hunter College, who said that blacks have trouble working with white liberal groups that try to tell blacks how they should combat rac-

*Continued on Following Page*

# Rising Concern Over Campus Racial Bias Marked at Northern Illinois Conference

By CHARLES S. FARRELL

DE KALB, ILL.

Todd Ellis did a good job containing the rage welling within him as he recalled his bizarre encounter.

A marketing major at Northern Illinois University here, Mr. Ellis was in the campus bookstore looking for a course book when he noticed he was being followed by bookstore personnel. Soon, a campus security guard arrived and accused Mr. Ellis of shoplifting.

His only crime was being black.

Mr. Ellis's tale drew both nods of understanding and gestures of disbelief at a recent conference here on racial discrimination on college campuses. The conference was prompted by incidents like that encountered by Mr. Ellis and others at Northern Illinois, as well as continual reports of other racial incidents on campuses in the region and nation.

Northern Illinois had anticipated about 150 participants but drew more than 350, underscoring the concern for what many consider to be a growing problem. The conference was just one of many scheduled over the next few weeks dealing with the issue.

BARRY STARR

**Michael Nettles: "People are surprised by campus racism, because higher education supposedly represents the development of higher values."**

In fact, portions of the meeting were videotaped for inclusion in a national video

*Continued on Following Page*

# *Fascination With Business and the Orient Fuels Enrollment in Asian Languages*

By MICHELE N-K COLLISON

When Karen Sole, a University of Oregon senior, went to Japan in 1980, she saw no other foreign students there.

That's no longer true.

"Now it's really getting to be popular," she says. "People are starting to go to Japan and China the way they travel to Europe."

Ms. Sole hopes to work with visiting Japanese businessmen. "Companies are always looking for people who know how to speak Japanese," she says. "It's very difficult to do business without knowing something about the culture and the language."

Ms. Sole's fascination with the Orient is part of a tsunami of interest in the Far East that has fueled dramatic increases in the past three years in the number of students taking classes in Japanese and Chinese. The sudden interest has sent Chinese- and Japanese-language departments scrambling to find teachers to meet the demand.

A recent survey by the Modern Language Association found the number of college students taking Japanese had increased to 23,454 in 1986, from 16,127 in 1983—a 45-per-cent increase. In the same period, the number of students taking Chinese jumped 28.2 per cent—to 16,891 in 1986, from 13,178 in 1983.

To be sure, interest in Japanese and Chinese is still confined to a relatively small group of students who are willing to spend the three years necessary to become proficient speakers.

Few believe the languages will take the place of Spanish and French as the ones taught to most American college students. In 1986, 411,293 took Spanish classes, while 275,328 took French.

Few students are flocking to these languages because they want to read the *Tale of Genji* in the original Japanese, scholars say. Many are studying Japanese and Chinese in conjunction with courses on business or economics, or in the hope that proficiency in the language will lead to lucrative jobs in international business.

**'A Growing Public Interest in Japan'**

"There is a growing public interest in Japan," says Richard Brod, director of special projects for the Modern Language Association. "People notice the management books, all the Toyotas and the Sonys. There is an awareness of Japan as a major world power."

"They are taking them for practical reasons—to help their careers," says Richard Kraus, acting chairman of the East Asian Studies Department at the University of Oregon. "They are not studying the languages to search for the Asian spiritual life."

Mr. Brod of the M.L.A. says students who are studying Chinese believe they can take advantage of a vast, untapped market. "Until relatively recently, there was zero information about China," he says. "But more people are traveling to China these days, and it has the potential as a large market."

Educators say, however, that some of the growth is due to the interest of second- and third-generation descendants of Chinese and Japanese immigrants.

Ann Wade, a University of Oregon student who spent part of her childhood in Japan, is one of them. "I have fairly practical reasons for taking Japanese," she says. "I would like to be able to talk to my mother in Japanese. And I have very fond memories of Japan."

The enrollment increases have put a squeeze on East Asian Studies departments.

"There is tremendous need to increase the faculty in Chinese and Japanese languages," says Robert Eno, assistant director of East Asian Studies at Indiana University at Bloomington. "But it is very difficult to find the funding." Mr. Eno says many faculty members who teach in the East Asian–studies department at his university have "loaned themselves" to the language department to ease the teaching load.

"There is fierce competition nationwide for qualified people," says Vivian Hsu, a professor of Chinese at Oberlin College. "For anyone qualified there are plenty of jobs."

The lack of teachers has been compounded by the very difficulty of the two languages, says Oregon's Mr. Kraus. "You just can't crank out professors of Chinese and Japanese."

Educators say that a quick influx of new teaching talent is unlikely, because colleges are not providing enough money to hire and train new language instructors, let alone give them tenure.

"Asian languages are kind of a stepchild," says Stephen West, chairman of the Oriental Laguage Department at the University of California at Berkeley. "The university will usually fill the positions by temporary staffing."

**Foreign-Language Enrollment**

| | 1986 | 3-year change |
|---|---|---|
| Japanese | 23,454 | + 45.4% |
| Chinese | 16,891 | + 28.2% |
| Portuguese | 5,071 | + 14.0% |
| Russian | 33,961 | + 11.8% |
| Spanish | 411,293 | + 6.5% |
| Italian | 40,945 | + 5.8% |
| Latin | 25,038 | + 3.3% |
| French | 275,328 | + 1.9% |
| Other | 13,576 | + 0.7% |
| Arabic | 3,417 | − 0.5% |
| German | 121,022 | − 5.6% |
| Greek | 17,608 | − 9.0% |
| Hebrew | 15,630 | − 14.1% |
| Total | 1,003,234 | + 3.9% |

SOURCE: MODERN LANGUAGE ASSOCIATION